



**MAINE  
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2009–2010:** Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

**Adequate Yearly Progress (AYP):** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2010-2011 NCLB Report Card

School: Houlton High School

SAU: RSU 29 / MSAD 29

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# 2010-2011 NCLB Report Card



**School:** Houlton High School  
**SAU:** RSU 29 / MSAD 29  
**Grade:** High School



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	92	91	99	44	43	49	3	41	33	23	89	2
	2009-2010	92	89	97	55	55	47	4	51	28	17	86	3
Female	2008-2009	43	43	100	49	49	53	7	42	33	19		
	2009-2010	40	38	95	50	50	49	5	45	32	18		
Male	2008-2009	49	48	98	40	39	46	0	40	33	27		
	2009-2010	52	51	98	59	59	46	4	55	25	16		
Caucasian/White	2008-2009	92	91	99	44	43	50	3	41	33	23		
	2009-2010	80	77	96	57	57	48	5	52	29	14		
African American/Black	2008-2009	0	0				26						
	2009-2010	1	1	100			28						
Hispanic	2008-2009	0	0				38						
	2009-2010	3	3	100			42						
Asian or Pacific Islander	2008-2009	0	0				46						
	2009-2010	0	0				41						
American Indian or Native Alaskan	2008-2009	0	0				32						
	2009-2010	8	8	100			27						
Economically Disadvantaged	2008-2009	43	43	100	35	35	34	0	35	28	37		
	2009-2010	41	39	95	41	41	31	3	38	33	26		
Migrant	2008-2009	0	0										
	2009-2010	0	0										
Students with Disabilities	2008-2009	18	18	100	17	16	16	6	11	17	67		
	2009-2010	16	15	94	40	40	16	7	33	33	27		
Limited English Proficient	2008-2009	0	0				16						
	2009-2010	0	0				13						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

\*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

# 2010-2011 NCLB Report Card



**School:** Houlton High School  
**SAU:** RSU 29 / MSAD 29  
**Grade:** High School



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	92	92	100	35	34	42	1	34	32	34	90	2
	2009-2010	92	89	97	55	55	45	3	52	25	20	86	3
Female	2008-2009	43	43	100	35	35	41	0	35	37	28		
	2009-2010	40	38	95	42	42	43	0	42	29	29		
Male	2008-2009	49	49	100	35	34	43	2	33	27	39		
	2009-2010	52	51	98	65	65	47	6	59	22	14		
Caucasian/White	2008-2009	92	92	100	35	34	43	1	34	32	34		
	2009-2010	80	77	96	58	58	46	4	55	26	16		
African American/Black	2008-2009	0	0				16						
	2009-2010	1	1	100			22						
Hispanic	2008-2009	0	0				29						
	2009-2010	3	3	100			40						
Asian or Pacific Islander	2008-2009	0	0				52						
	2009-2010	0	0				51						
American Indian or Native Alaskan	2008-2009	0	0				21						
	2009-2010	8	8	100			28						
Economically Disadvantaged	2008-2009	43	43	100	28	28	26	0	28	26	47		
	2009-2010	41	39	95	36	36	28	5	31	38	26		
Migrant	2008-2009	0	0				20						
	2009-2010	0	0										
Students with Disabilities	2008-2009	18	18	100	11	11	12	6	6	22	67		
	2009-2010	16	15	94	47	47	14	13	33	20	33		
Limited English Proficient	2008-2009	0	0				19						
	2009-2010	0	0				16						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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# 2010-2011 NCLB Report Card



<b>School:</b>	Houlton High School
<b>SAU:</b>	RSU 29 / MSAD 29
<b>Grade:</b>	High School



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 71%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 54%			Graduation Rate Target: 80%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	97	97	96	49	49	48	97	97	96	44	44	43	90	90	80
Caucasian/White	96	96	96	50	49	49	96	96	96	45	45	44			
African American/Black	*	*	94	*	*	27	*	*	94	*	*	19			
Hispanic	*	*	95	*	*	40	*	*	95	*	*	34			
Asian or Pacific Islander	*	*	97	*	*	44	*	*	97	*	*	51			
American Indian or Native Alaskan	*	*	94	*	*	28	*	*	91	*	*	23			
Economically Disadvantaged	95	95	94	38	38	32	95	95	94	32	32	27			
Students with Disabilities	*	*	92	27	26	16	*	*	91	27	26	13			
Limited English Proficient	*	*	93	*	*	14	*	*	91	*	*	17			

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.



## Part I: Professional Qualifications

	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	17	5	7	0	1	2

## Part II: Emergency/Conditional Certification

Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0
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Part III: Classes NOT Taught by Highly Qualified Teachers

	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	2.16

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>